DOCUMENT RESUME

ED 159 816 95 EA 010 927

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TITLE A Guide to Identifying High School Graduation Competencies: Issues and Examples.
INSTITUTION Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Apr 78
CONTRACT 400-76-9928
NOTE 129p.; Not available in hard copy due to print quality
AVAILABLE FROM Office of Marketing, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204 ($6.50 prepaid)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Basic Skills; Daily Living Skills; *Graduation Requirements; Identification; Job Skills; *Minimum Competency Testing; Secondary Education

ABSTRACT

A number of important issues must be addressed during the process of graduation competency identification. Each school system must determine what it means by the term competency before identifying a set of graduation requirements. Graduation competencies may emphasize school subject skills, basic skills, or skills needed in everyday life. Life role-focused competencies may require the schools to significantly change their instructional, management, and measurement procedures. To determine the areas to be included in a set of competencies a school system can tap public opinion, consult other competency frameworks, and analyze skills needed in adult life roles. When competencies are broad, their number is reduced and they become more flexible and easier to report. When they are specific, they lead to more focused instruction and are easier to measure. A single set of graduation competencies for all students seems logical, but individualized instruction and measurement must be provided. Broad community involvement in drafting competencies has political advantages and assures better coverage, but it has the potential for divisiveness and unrealistic expectations. A consistent format for stating graduation competencies can facilitate clarity and ease of instruction, measurement, and reporting. Seventy-seven examples of graduation competencies are provided in the second section. These competency statements focus on the application of school skills in everyday life. (Author/JM)

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A GUIDE TO

Identifying High School Graduation Competencies

ISSUES AND EXAMPLES

E. Allen Schenck

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Competency Based Education Program
Robert N. Gourley, Director

Northwest Regional Educational Laboratory

EA 010 927

Published by the Northwest Regional Educational Laboratory, a private nonprofit organization. The work upon which this publication is based was performed pursuant to Contract No. 400-76-9928 with the Productivity Group of the National Institute of Education, Department of Health, Education and Welfare. It does not, however, necessarily reflect the views of that agency.

This publication is not printed at the expense of the Federal Government.

April 1978

ISBN 0-89354-103-6

Library of Congress Card Number: 78-57810

Printed in the United States of America

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PREFACE

Although the majority of the 50 states have embraced competency based education (CBE), there is little agreement among these states on what CBE is or how it should be implemented. Interpretations of CBE range from basic skills testing programs in reading, writing and computation to comprehensive systems organized around sets of intended student outcomes that focus on successful functioning in various life roles. Implementation strategies vary from encouraging local school systems to be aware of different aspects of CBE to mandating statewide rules for incorporating CBE concepts and procedures into the educational system.

In the midst of this diversity of positions on CBE, the Competency Based Education Program has been attempting to identify and develop appropriate activities and products to assist local and state educational agencies in the implementation of CBE. In order to do this, the Program developed its own conceptualization of what CBE is, what it has in common with other individualized outcomes-based learning programs and how it differs. Due in part to the diverse interpretations of CBE which are available and in part to the dynamic nature of educational systems, this conceptualization will undoubtedly continue to evolve. However,

if school systems want to estimate the assistance that this Program's activities and products will provide to them, they may be interested in the Program's present position on what constitutes CBE.

Competency based education has much in common with such approaches to learning as performance-based instruction, mastery learning and individualized instruction. It is outcomes-based, and it is adaptive to the changing needs of students, teachers and the community. Time is flexible, both in terms of task completion and graduation. And CBE is an integrated system of outcomes, measures, instruction and instructional management.

The characteristic of CBE that best distinguishes it from other outcomes-based educational systems lies in the term "competency." Generally speaking, competencies are intended student outcomes which a school system believes its students should attain before graduation or completion of a course or program. Competencies differ from other student goals and objectives in that they describe the student's ability to apply basic and other skills in situations that are commonly encountered in everyday life. Thus, CBE is based on a set of outcomes that are derived from an analysis of tasks typically required of students in life role situations.

Another distinguishing characteristic of CBE is the high level of community involvement in the identification of those tasks that are considered important to or typical of functioning in adult life roles. In addition, these life role-related outcomes should be displayed publicly so that students, teachers, parents and others in the community are aware of the focus of education in their schools.

A CBE program, then, is an individualized, outcomes-based, adaptive and flexible, integrated system of outcomes, measures, instruction and instructional management which focuses on student attainment of a publicly determined and publicly displayed set of life role-related outcomes.

Given this interpretation of competency based education, one can see that the process of identifying, selecting and adopting a set of competencies is crucial to the successful implementation of a CBE system. In order to facilitate this process for interested educational agencies, the Competency Based Education Program has developed this guide.

ACKNOWLEDGMENTS

This guide was developed under the direction of Allan L. Olsen, Senior Associate for Development for the Competency Based Education Program. The major work on the document was done by E. Allen Schenck. Other members of the Competency Based Education Program provided valuable support and suggestions during the development process. The editor of the guide was Pamela Cutting.

The Program is particularly indebted to the many members of the educational community in Oregon who contributed in a variety of ways to the development of this guide. The Program benefited directly from their review of various drafts and indirectly from their own experiences with the nature and role of competencies in the elementary and secondary educational system. The Program is also grateful to personnel from local and state educational agencies in California, Georgia and Pennsylvania. Their reactions to earlier drafts of these materials facilitated the clarification of ways in which this information could be of assistance to educators interested in competency based education.

INTRODUCTION

The Competency Based Education Program of the Northwest Regional Educational Laboratory is funded by the National Institute of Education to study and assist the implementation of competency based education in selected local and state educational agencies across the nation. This document is one of the products developed by the Program to accomplish this goal. It is intended to be a resource for persons concerned with the process of identification, selection and adoption of competencies which must be acquired by all students at some time prior to graduation from high school, i.e., graduation competencies.

The materials in this guide are organized into two sections. The first section contains descriptions of a number of important issues to be addressed during the process of competency identification, alternative ways of resolving these issues and the manner in which they were resolved in order to select competency statements for this guide. The second section consists of a set of 77 graduation competency statements which illustrate the type of outcomes being adopted by school systems as graduation requirements for all students. The set is not intended to include the wide variety of additional competencies which might be

required of individual students as they proceed through different school programs, e.g., preparation for a particular career cluster or for future schooling.

Each graduation competency statement presented in this document is the result of extensive analysis of the different types of student outcome statements that have been adopted as graduation competencies in a wide variety of school districts. They are examples of the kinds of competencies frequently identified by school systems as requirements for student graduation from high school.

The questions or issues discussed in this guide are based on the experiences of the Competency Based Education Program during the process of identification and selection of competencies and on the Program's observations of the process of competency identification in Oregon and other states. The clarification of these issues was facilitated by numerous discussions with local and state educational agency personnel in the states of Oregon, Pennsylvania, Georgia and California.

PURPOSE

This guide is intended to assist local and state educational agency personnel to do three things:

- Identify some of the more important questions that are likely to arise during the process of establishing competencies required of students for high school graduation;
- Explore alternative answers to these questions;
- Understand how these questions were addressed by the CBE Program as it developed the set of illustrative competencies.

This document is <u>not</u> intended to assist educational personnel directly with the processes of measurement, instruction or instructional management as they relate to graduation competencies. However, many of the questions that arise during competency identification--and the way in which these questions are answered--have definite implications for these processes. Thus, while the emphasis of the guide is on identifying competencies, consideration is given to issues relating to measuring and promoting competency attainment and to instructional management processes.

Although both the issues discussed and the content of the competency statements included were derived from extensive work with state and local educators, neither is intended to be definitive nor exhaustive. Many

readers will be able to think of other important questions or be able to conceptualize them more effectively. Also, many may take issue with the type of competencies that have been included. Hopefully, such reactions will be commonplace. Perhaps that is the most important purpose of this document.

ISSUES

COMPETENCIES

Index to Competencies

Communication

Computation

Technology

Health

Citizenship

Consumer

Career

ISSUES ENCOUNTERED IN COMPETENCY IDENTIFICATION

During the development of the set of graduation competencies included in this guide, a number of issues were encountered. Such issues as the nature of competencies, their role in the educational system and what their adoption as graduation requirements means in terms of measurement, instruction and instructional management were identified. This section describes these issues, discusses alternative means of resolving them, presents the way they were resolved to identify competencies for this guide and uses the set of competency statements to illustrate each resolution.

Each issue is presented in a question format. For example, the issue of whether competencies should include basic skills or adult life role skills or both is framed in the question: What kinds of knowledge, skills and attitudes should be included in student graduation competencies? Following each question is a discussion of the issue and some perceived alternative answers. The particular way in which the issue was resolved during the development of the set of illustrative competencies is then described. Finally, the competency statements identified for this guide are used to illustrate the result of having resolved the issue in that particular way.

As stated earlier, the questions that are considered here are not meant to be definitive or exhaustive. They merely relate the experiences of the Program staff during the development of a set of illustrative student graduation competencies. However, these questions should be considered seriously by any school system interested in identifying and adopting a set of graduation competencies. Not only did they arise in the identification of outcomes for this document, they also have been raised consistently by local and state educational agency personnel who have been deeply involved in competency identification and who have shared their experiences with the CBE Program.

What is a graduation competency?

Those interested in competency identification often request a reasonably brief description of a "competency" that communicates what educators mean when they use the term. Existing descriptions may take the form of explicit definitions or be implied in a list of adopted competency statements. Consider a few examples of definitions of competencies:

- A competency is a cluster of related measurable skills necessary to perform a given task.
- A competency is a learning outcome which a school system judges essential for students to attain in order to be prepared to meet successfully the requirements of extra-school life roles.
- A competency is a statement of desired student performance representing demonstrable ability to apply knowledge, understanding and/or skills assumed to contribute to success in life role functions.
- Competency refers exclusively to the ability to perform successfully in the patterned activities which constitute adult life roles.

These definitions are similar, but they contain enough differences to create some confusion concerning the nature of a competency. For example, they variously describe a competency as a "cluster of skills," a "learning outcome," a "statement of performance" or an "ability to perform."

During discussions of competency based education or while reviewing various lists of competency statements, the Program also encountered a number of implicit definitions of a competency. Some educators seem to believe that a competency is any goal or objective that all students must attain in grades 9 through 12 in order to graduate. Others believe that a competency is the ability to pass an examination in a basic area of the curriculum such as reading or computation.

After having spent considerable time reviewing, discussing, comparing and contrasting many explicit and implicit definitions of competencies, the CBE Program developed a set of descriptive guidelines to communicate its understanding of the term "competency." These guidelines summarize many of the typical characteristics of competencies as they have been defined, identified and adopted by a large number of school systems. However, their primary function is to describe the nature of graduation competencies as understood by the Program. These guidelines are:

- A competency is a statement of an intended student outcome.
- The outcome is generally acceptable as a graduation requirement.
- The outcome is stated in language that is sufficiently clear and concise.
- The outcome is measurable in that procedures for indicating its attainment appear plausible and practical.

- The outcome refers to a relatively general domain of student behaviors.

- The outcome statement describes an application of knowledge, skills or attitudes in ways perceived necessary to function successfully in adult life roles.

- The outcome is stated in a uniform format, namely, "The student can...(transitive verb)...(predicate)."

These guidelines were developed to help identify and select competency statements for this guide. They also provide an abbreviated description of what the Program means by the term "competency." A more complete understanding of the Program's interpretation of competencies, however, can be obtained by reading the rest of this guide, including the discussion of other issues and the illustrative set of competency statements.

These descriptive guidelines for competencies are admittedly very general and subject to interpretation. However, they do allow one to exclude a number of statements that might be included in a set of competencies developed by another educational agency. Here are some examples of statements that do not conform to these guidelines:

- The student can multiply and divide whole numbers by multiples of ten.

  (Not an application of knowledge, skill or attitude; too specific.)

- The student values good literature.

  (Difficult to measure; not very clear.)

- The student can apply a knowledge of differential equations.

  (Not generally acceptable as a graduation requirement.)

- The student can measure the area to be covered in paneling one wall of a room.

  (Very specific.)

Any educational agency that decides to identify graduation competencies may be interested in using the guidelines presented here. Before doing this, it is recommended that the entire set of competencies included in this guide be reviewed to see the type of outcomes that result from employing these guidelines. Each school system must determine what it means by the term "competency" before identifying a set of graduation requirements. If this is not done, the set may well end up being composed of an unrelated mixture of statements about desirable educational processes and products that pleases no one and confuses all.

What kinds of knowledge, skills and attitudes should be included in graduation competencies?

While most educators may agree that competencies required for graduation should be relevant to functioning in everyday life, there still may be considerable discussion about which types of outcomes most clearly communicate this relevance. This discussion generally centers around consideration of three different types of skills: school subject skills, basic skills and adult life role skills.

School subject skills include the goals and objectives required for successful student achievement in typical subject areas such as Art, Business and English. These outcomes may or may not be seen as relevant to functioning in adult life roles, depending on the subject area and one's point of view. Basic skills generally refer to school subject skills that most people agree are necessary to functioning in everyday life, e.g., reading, writing, computing and decision making.

Adult life role skills, on the other hand, refer to the ability to transfer or apply the knowledge, skills and attitudes usually acquired in school to frequently encountered, specifiable task situations in various life roles, such as citizen, worker, family member, consumer or learner. For example, constructing a family budget (see page 99) would be seen as an application of decision making and computational skills as well as knowledge of the elements of a family budget. Participating in a job interview (see page 124) would be an application of listening and speaking skills as well as knowledge of one's own interests and abilities and ways jobs vary.

Before a school system identifies and adopts a set of graduation competencies, it should address this issue of appropriate competency content. Should competencies include only school subject skills, only basic skills or only life applications? Or perhaps competencies should be combinations of these different types of skills. School subject skills are the basis of a sound, general education, but some will question their relevance to the demands of everyday life. Basic skills are, by definition, fundamental to functioning in and out of school, but some will argue that there is more to getting along in adult life than demonstrating and applying the basics. Focusing on life role skills increases the apparent relevance of education to the demands of everyday life, but such skills are difficult to identify and agree upon and they may require significant changes in the instructional program. Life role applications may be interdisciplinary in nature. As such, instructional activities and materials may not fit easily into the existing curriculum.

The type of competency content that is to be emphasized will also have implications for measurement procedures. The assessment of student acquisition of school subject and basic skills has traditionally been handled by a variety of paper and pencil tests. Whether or not such measures are seen as adequate for assessing school skills, they will undoubtedly be questioned as appropriate for assessing life role skills. Alternative methods of measurement that deal directly with student performance in actual life role situations or simulations of these situations will need to be considered.

During the development of the set of competencies in this guide, a great deal of time and effort went into analyzing the content of nearly 10,000 competency statements adopted by almost 100 school districts in the state of Oregon. In addition, competencies from several school districts outside of Oregon were acquired and reviewed. The results of this analysis have been incorporated into the set of competencies presented here. Each statement represents the kinds of skills and knowledge frequently mentioned in the competencies identified by these local school districts.

Each statement also reflects the Program's interpretation of competency based education in that it describes the students' ability to apply basic and other school skills in commonly encountered situations of everyday life.

Therefore, the competency statements included in this guide focus on the application or use of school skills in everyday life, while representing the particular skills found most frequently in school district-adopted competencies. Since many of these competencies were

concerned directly with basic and school subject skills, some of the guide's competencies will appear to be applications only in the most formal sense. For example, on page 51 the competency reads:

> The student can use the operations of addition, subtraction, multiplication and division in everyday problems involving money, time, quantity, weight, area, volume, distance, speed and temperature.

Clearly, applications of these arithmetic operations skills are not described in any specific way. But the intent to focus on everyday applications should be obvious.

Also, the competencies in this guide indicate the need for the assessment of student performance in life role situations. Competency number 706 suggests that students should actually participate in a job interview, or some reasonable simulation, in order to demonstrate competency attainment.

This guide attempts to indicate some of these implications for instruction and measurement by referencing each competency statement to traditional curriculum program areas and by providing examples of life role performance for each competency. The related traditional curriculum program areas and the examples of life role performance are listed for each competency.

How can one determine that the coverage of a set of graduation competencies is adequate?

This question refers to the need to specify the areas or categories of student outcomes that should be included in a set of competencies. Determining the scope and organization of the content of a competency set serves at least three functions. It communicates efficiently the nature

of the set of competencies; it assists efforts to locate specific kinds of competencies within the set; and it helps the identification and filling of gaps.

There are several approaches that a school system can use to determine the scope and organization of a set of competencies. Public opinion can be tapped in a variety of ways. The scope and organization of existing sets of competencies can be applied. And the nature of adult life roles can be analyzed, empirically or conceptually.

Public opinion can help determine the scope of a set of competencies in at least two ways. A state legislature or board of education could mandate the areas in which competencies are to be identified. Or the community served by a local school district could be responsible for either specifying the general areas to be covered or identifying specific competency statements. While a district may have little to say about the process of obtaining public opinion in the case of a statewide mandate, it can usually influence the type and degree of community involvement at the local level.

The use of existing competency sets might simply mean adopting the framework for organizing competencies used by another educational agency. Or it could mean using another system's competencies as a starting point. In some cases, one school district might even decide to adopt in its entirety another's set of competencies. In any case, a school system should carefully review the appropriateness of adopting any part of another set of graduation competencies.

The third manner in which the coverage of a set of competencies can be determined is to describe, in some analytical fashion, the nature of the skills typically required in various life roles. Using this method

might involve conceptualizing the different roles that are part of everyday adult life, such as worker, citizen and consumer, and then identifying competencies that describe the ability to function in these roles. Or a school system might adopt some version of the cognitive-affective-psychomotor taxonomies of educational objectives. It would also use pre-existing curriculum program areas, such as Language Arts, Business Education, Science, etc., especially if it believed that its graduation competencies should contain only school subject skills. A district might also adopt or adapt the types of objectives developed in such national studies of appropriate educational outcomes as the Adult Performance Level study or the National Assessment of Educational Progress.[1]

The scope and organization of the competencies in this guide reflect all of the approaches discussed above: public opinion, existing competencies and life role analysis. Each competency statement included here was derived from analysis of existing graduation competencies adopted by the school districts in Oregon. In addition, an examination of competencies from school systems outside Oregon and life role-related objectives from national studies of educational outcomes contributed to the scope and organization of the competencies. Furthermore, these competencies reflect additions, deletions and modifications suggested by teachers, administrators and parents in Oregon, Pennsylvania, Georgia and California who reviewed earlier drafts of this guide.

[1] For further information on the Adult Performance Level study, contact The American College Testing Program, APL Department, P. O. Box 168, Iowa City, Iowa 52240. For a description of the publications available on the National Assessment of Educational Progress, write to NAEP, Department of Field Services, 700 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295.

Because of the strong relationship to competencies adopted by Oregon school districts, the competency statements in this guide have been referenced to the ten required competency areas as stated in the Oregon Minimum Standards.[2] The related Oregon competency areas listed for each competency statement indicate the likely location of such an outcome within the Oregon structure. A later section on "Using the Competency Entries" explains in more detail the way each competency is related to the Oregon areas.

The competencies included in this guide have been organized into seven topic areas:

- Communication
- Computation
- Technology
- Health
- Citizenship
- Consumer
- Career

[2] Elementary-Secondary Guide for Oregon Schools: Part I. Minimum Standards for Public Schools, Documents Clerk, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310. The ten areas are:

- Read, write, speak, listen.
- Analyze.
- Compute.
- Use basic scientific and technological processes.
- Develop and maintain a healthy mind and body.
- Be an informed citizen in the community, state and nation.
- Be an informed citizen in interaction with the environment.
- Be an informed citizen on the streets and highways.
- Be an informed consumer of goods and services.
- Function within an occupation or continue education leading to a career.

These topic areas serve to describe the general nature of the competencies included in each area.

School systems that use the competencies presented here as a basis for identifying their own set should realize that the scope of this set represents the areas of coverage that were typical of a large number of school districts and other competency-related studies; they do not represent all of the areas in which competencies have been or could be identified. For example, competencies in the affective and psychomotor domains are not represented, and competencies related to such curriculum program areas as Art, Music and Second Language will not be found. This is simply because competencies in these areas were not identified very often in the sets that were analyzed.

Whether a school system uses community involvement, existing frameworks or an analysis of life roles to help determine adequate coverage in a set of competencies, it should develop some rational mechanism for establishing a scope and organization for its competencies.

How general or specific should the content of a competency be?

There are two reasons why the level of generality of a competency outcome statement can be an issue. First, there is little evidence to indicate that a particular level of generality for any outcome statement is always more appropriate than any other level. Second, it is difficult to quantify the concept of generality so that one can compare any two outcome statements and obtain a reliable, consistent judgment that one is more (or less) general than the other. However, it is possible to make some observations based on the differences between very general and very specific competencies.

Very specific competency statements will better communicate the exact nature of what the student is required to do. Specific statements also make it easier to develop measures of competency attainment and to design instructional activities and materials that will promote their attainment. On the other hand, very general competencies allow greater flexibility in the ways students can attain them, making it much more reasonable to require the same competencies of all students. General statements will require fewer competencies to cover a specified scope of content. Fewer statements are better for communicating with school board members, parents and other community members. Fewer statements also simplify the record-keeping for documenting and monitoring competency attainment.

A related concern is whether competencies should be written at the same level of generality. This seems appropriate because the perceived importance of a competency is often related to its level of generality: more general competencies are typically perceived as more important. For example, it would be difficult to argue that "making change with money" is as important as "using different forms of money."

The competency statements included in this guide reflect a preference toward general competencies rather than specific ones. This is due to the CBE Program's belief that communication and instructional flexibility are important aspects of competency based education. Also, for the reason given above, an attempt has been made to keep the same level of generality across the set.

What degree of difficulty should graduation competencies represent?

Actually, this question should not be an issue for competencies. The most apparently difficult outcome statement can be made very easy to attain by selecting a measure that is very easy. And simple competencies can be represented by measures that test the capabilities of extremely competent adults. Also, if a number of measures are used to assess the attainment of a single competency, the difficulty of that competency can be varied by changing the proportion of measures that must be passed.

The competencies selected for inclusion here do not reflect any direct consideration of the question of difficulty because measures for assessing their attainment were not included in this guide. On the other hand, the competencies do represent the skills needed to function in commonly encountered situations in adult life roles.

Should the same set of graduation competencies be adopted for all students?

A logical answer to this question would be, "Of course!" Graduation competencies are intended student outcomes that a school system believes should be attained before graduation. However, there are some consequences of this position that should be considered. What about handicapped students? What about the varying interests and abilities of students that are found in most school systems?

Even if a school system involves a broad representation of teachers, administrators, students, parents and community members in the identification of its set of graduation competencies, there will be a substantial number who feel the set is incomplete, too restrictive, too broad or that it emphasizes the wrong skills. And if the competencies required in one school district have been influenced by the concerns of other districts--as in the case of regional or statewide adoption of a set of competencies--then these feelings will be magnified.

The CBE Program believes that educators can address these concerns by providing flexibility in how and when students attain a set of graduation competencies. Since graduation competencies represent only a part of the educational experiences available to students, flexibility also exists in the wide range of additional life role competencies expected of individual students.

Perhaps the time will come when an educational system can clearly specify the life role relevance of everything that students are required and allowed to accomplish in school. Perhaps not. For now it seems significant that educators and community members can and are willing to identify the relevance of some learning outcomes to adult life roles.

Who should be involved in drafting and adopting a set of graduation competencies?

Ideally, a set of competency statements should reflect as adequately as possible the knowledge and values of everyone in a community who has a direct, vested interest in the capabilities of the community's high school graduates. Any school system interested in identifying a set of graduation competencies will want to consider involving representatives

from the community-at-large, parents, the board of education, students and educators. Which of these groups can be represented and how adequately their knowledge and values can be reflected will depend a great deal upon the time and financial resources that are available.

Districts considering community involvement will want to weigh the advantages of community ownership of the graduation competencies, broad coverage of competency content and positive political atmosphere against the potential disadvantages of community divisiveness and possible unrealistic community expectations.

The competencies included in this guide reflect the types of statements adopted by school districts that approached the community involvement question in a variety of ways. Some of these school systems had sufficient resources to obtain a broad representation of the groups mentioned above. Others did not. However, since the competency statements included exemplify the most frequently identified types of competencies, they represent, individually, competencies important to all of these groups.

What format should be used for stating graduation competencies?

Compared to some of the other issues raised in this document, the question of competency format might appear insignificant. However, sets of good competencies can be rendered ineffective by a confusing format. It is very important that any document containing a list of competency statements clearly indicate which entries are the competency statements and that the competencies communicate what was intended.

Typically, the competencies in an adopted set will be presented in conjunction with other information that relates each competency to instructional, measurement and instructional management activities and procedures. Information about the courses to which competencies have been assigned, suggested measurement procedures in the form of more specific outcome statements, instructional resources and activities, and related program or instructional goals may be printed on the same page as the competency. The competency statements should be clearly indicated in such a complex arrangement. One way to facilitate this is to state each competency using a uniform format that clearly distinguishes it from other information that could be interpreted as a competency statement.

It is equally important to develop a format that will consistently communicate to all readers exactly what was intended. For example, if a school system decides that its competencies are to be intended student outcomes, the format should not allow such statements and phrases as "knowledge of banking services," "money management," or "the student cashes checks." Similarly, if a school system wants its competencies to communicate what its students will do after graduation, it should say so by using a format that begins, "After graduation the student will..." A more reasonable version might be, "The student will be able to..."

The important point is to determine a consistent and clear format and stay with it. The format for competencies presented in this guide is, "The student can...(transitive verb)...(predicate)." The word "can" is meant to communicate that the school system has gathered evidence that the student is able to do something, given the motivation, opportunity and means. In addition, each competency in this set is marked off

by two lines of asterisks and is preceded by the words "competency statement." This is to help separate the competency from the examples of life role-related performance that are listed on the same page. These examples are meant to clarify the competency and to suggest ways of assessing its attainment. They should not be mistaken for the competencies.

Summary

In this section, a number of competency identification issues were identified and discussed. These issues and some related tentative conclusions are listed below:

Issues	Tentative Conclusions
What is a graduation competency?	There is a need for a clear set of definitional guidelines.
What kinds of knowledge, skills and attitudes should be included in graduation competencies?	Life role-focused competencies may require the schools to significantly change their instructional, management and measurement procedures.
How can one determine that the coverage of a set of graduation competencies is adequate?	Public opinion, existing competency frameworks and life role studies are sources of assistance.
How general or specific should the content of a graduation competency be?	Generality can lead to fewer competencies, greater flexibility and ease of reporting, but specificity can lead to more focused instruction and measurement.
What degree of difficulty should graduation competencies represent?	The difficulty of a competency is largely a function of its measures.

Issues (Continued)	Tentative Conclusions (Continued)
Should the same set of graduation competencies be adopted for all students?	A single set of graduation competencies seems logical. But, individualized instructional and measurement procedures must be provided to account for student differences.
What groups should be involved in drafting and adopting a set of graduation competencies?	Broad community involvement has ownership, coverage and political advantages, but it has the potential for divisiveness and unrealistic expectations.
What format should be used for stating graduation competencies?	A consistent format can facilitate clarity and ease of instruction, measurement and reporting.

A number of competency identification issues were not discussed in this section. As other issues are identified, they will be incorporated in any revisions of this document.

The section which follows provides examples of graduation competencies and life-related performance. The examples were developed in the context of the issues discussed in this section.

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GRADUATION COMPETENCY STATEMENTS

This section of the guide is divided into three parts. The first part, "Using the Competency Entries," explains the one-page entries for the graduation competency statements. Next is an index to the competencies which lists in abbreviated form all of the competencies by topic area. Part three consists of the actual competency entries.

Using the Competency Entries

The 77 competencies in this guide are organized into seven topic areas:

- Communication
- Computation
- Technology
- Health
- Citizenship
- Consumer
- Career

The Communication area includes nine competencies that deal with very broad applications of reading, writing, listening and speaking skills. The Computation area contains eight frequently encountered outcome statements that involve very general applications of computing and measuring skills. The Technology group consists of seven outcomes that represent various uses of basic scientific and technological knowledge and products. The 16 competencies in the Health area deal with various aspects of health maintenance and the prevention and treatment of illness. The Citizenship area includes eight competencies which are common applications of knowledge about government structure and function. The Consumer area is the largest with 17 competencies having to do with the management of personal finance and the purchase of goods and services. The 11 Career competency statements represent career identification and job seeking skills.

Each of the competency statements appears on a single page, printed between two lines of asterisks. Above the competency statement on each page is basic, descriptive information for that competency:

- The competency identification number
- The competency topic area
- The competency short form

The competency identification number consists of three digits which identify the competency. The first digit specifies the topic area to which the statement belongs. The last two digits identify the competency within its topic area. Thus, competency number "504" would be the fourth competency in the fifth topic area, Citizenship. The competency topic area is the topic area under which the competency is organized. The

competency short form provides a brief, verbal label that summarizes the content of each competency statement. The index to competencies uses the short form to refer to each competency.

Below each competency statement, the one-page entry contains some interpretive information for the competency:

- Related traditional curriculum programs
- Related Oregon competency areas
- Examples of life role-related performance consistent with the competency

The related traditional curriculum programs that are listed below a competency statement indicate the program areas in which one would likely find instructional activities and materials and assessment procedures relevant to the attainment of that competency. Each competency statement in this guide has been referenced to one or more of ten curriculum program titles:

- Biological and Physical Science
- Business Education
- Career Education
- Health Education
- Home Economics
- Industrial Education
- Language Arts
- Mathematics
- Physical Education
- Social Science

The number of program areas listed beneath a competency statement is one indicator of the flexibility in curriculum structure that may be required to promote such an outcome. Certain traditional program areas, such as

Art, Music and Second Language, have not been included because few of the competencies used as the basis for this set were concerned with applications of the knowledge and skills generally associated with these program areas.

The primary purpose of the related Oregon competency areas is to indicate the relationship of competencies in this guide to the areas of required competencies in Oregon. This relationship is important because almost all of the competencies used as the basis for this set were from Oregon school districts. Each competency statement is referenced to one or more of the following Oregon competency areas:

- Read, write, speak, listen
- Compute
- Use basic scientific and technological processes
- Develop and maintain a healthy mind and body
- Be an informed citizen in the community, state and nation
- Be an informed citizen in interaction with the environment
- Be an informed citizen on the streets and highways
- Be an informed consumer of goods and services
- Function within an occupation or continue education leading to a career

None of the competencies in this guide are referenced to the Oregon area of "Analyze."

The last interpretive information provided for each competency statement consists of examples of life role-related performance consistent with the competency. These examples illustrate more specific types of life role applications that are consistent with the intended

meaning of the competency. They are only suggestions of such applications and do not in any way represent all student performances that make up any one competency. In addition to explicating the meaning of a competency these examples may assist in the identification of procedures for instruction and measurement related to competency attainment.

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Topic Area	Competency Short Form	Page
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	Obtain consumer assistance	115
Career	Identify possible occupations	119
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	Obtain information about jobs	122
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COMPETENCY IDENTIFICATION NUMBER: 101
COMPETENCY TOPIC AREA: Communication
COMPETENCY SHORT FORM: Read newspapers and magazines

****

COMPETENCY STATEMENT: The student can read newspaper and magazine articles, business and social letters and other commonly encountered reading materials.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Language arts

RELATED OREGON COMPETENCY AREAS:

Read, write, speak, listen

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Read classified ads, editorials and news releases

Read letters from utility companies, banks and friends

COMPETENCY IDENTIFICATION NUMBER: 102
COMPETENCY TOPIC AREA: Communication
COMPETENCY SHORT FORM: Follow written directions

****

COMPETENCY STATEMENT: The student can follow written directions for carrying out commonly encountered tasks and activities.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

All

RELATED OREGON COMPETENCY AREAS:

Read, write, speak, listen

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Repair a household appliance using directions in a repair manual

Follow a written recipe to prepare a meal

Perform a routine auto safety check using directions in an owner's manual

COMPETENCY IDENTIFICATION NUMBER: 103
COMPETENCY TOPIC AREA: Communication
COMPETENCY SHORT FORM: Use reference materials

****

COMPETENCY STATEMENT: The student can locate information in common reference materials such as dictionaries, telephone books, transportation schedules, library card catalogues, encyclopedias and television programming schedules.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

All

RELATED OREGON COMPETENCY AREAS:

Read, write, speak, listen

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Use a dictionary to determine the correct pronunciation of a word

Scan the yellow pages for merchants who sell a particular item

Locate a particular subject in an encyclopedia

Select the day, time and channel of a news, sporting or special event from a TV programming schedule

COMPETENCY IDENTIFICATION NUMBER: 104
COMPETENCY TOPIC AREA: Communication
COMPETENCY SHORT FORM: Summarize oral content

****

COMPETENCY STATEMENT: The student can summarize the content of a short speech or discussion.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

All

RELATED OREGON COMPETENCY AREAS:

Read, write, speak, listen

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Report on the content of a speech at a recent meeting attended

Explain the two sides of an issue discussed during a political debate

COMPETENCY IDENTIFICATION NUMBER: 105
COMPETENCY TOPIC AREA: Communication
COMPETENCY SHORT FORM: Summarize audiovisual content

****

COMPETENCY STATEMENT: The student can summarize the content of brief audiovisual presentations (TV, films, slides).

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

All

RELATED OREGON COMPETENCY AREAS:

Read, write, speak, listen

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Analyze the main idea and logic reported in a recent TV news commentary

Describe the details of a job offer viewed on a reader at an employment office

COMPETENCY IDENTIFICATION NUMBER: 106
COMPETENCY TOPIC AREA: Communication
COMPETENCY SHORT FORM: Follow oral directions

****

COMPETENCY STATEMENT: The student can follow oral directions for carrying out commonly encountered tasks and activities.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

All

RELATED OREGON COMPETENCY AREAS:

Read, write, speak, listen

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Locate a business or personal address from oral directions

Mend, repair or assemble a product from oral instructions by telephone

COMPETENCY IDENTIFICATION NUMBER: 107
COMPETENCY TOPIC AREA: Communication
COMPETENCY SHORT FORM: Write letters

****

COMPETENCY STATEMENT: The student can write business and social letters and informal messages.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

Career education

Language arts

RELATED OREGON COMPETENCY AREAS:

Read, write, speak, listen

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Order a replacement part for a small appliance

Write a brief letter to a close friend

COMPETENCY IDENTIFICATION NUMBER: 108
COMPETENCY TOPIC AREA: Communication
COMPETENCY SHORT FORM: Give written directions

****

COMPETENCY STATEMENT: The student can give written directions, descriptions or opinions.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

All

RELATED OREGON COMPETENCY AREAS:

Read, write, speak, listen

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Write directions for travel from one location in a community to another

Write a memo to other employees informing them of a change in plans or procedures

COMPETENCY IDENTIFICATION NUMBER: 109
COMPETENCY TOPIC AREA: Communication
COMPETENCY SHORT FORM: Ask and answer questions

****

COMPETENCY STATEMENT: The student can ask and answer questions in a clear and logical manner while conversing with other people.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

All

RELATED OREGON COMPETENCY AREAS:

Read, write, speak, listen

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Express in a clear and concise manner a question at a committee meeting

COMPETENCY IDENTIFICATION NUMBER: 110
COMPETENCY TOPIC AREA: Communication
COMPETENCY SHORT FORM: Give oral directions

****

COMPETENCY STATEMENT: The student can give oral directions for carrying out commonly encountered tasks and activities.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

All

RELATED OREGON COMPETENCY AREAS:

Read, write, speak, listen

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Direct a traveler to a specific location

Deliver an informational message to fellow employees

Explain job-related tasks to coworker, e.g., frying potatoes, operating a cash register

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COMPETENCY IDENTIFICATION NUMBER: 201
COMPETENCY TOPIC AREA: Computation
COMPETENCY SHORT FORM: Use four basic operations

****

COMPETENCY STATEMENT: The student can use the operations of addition, multiplication, subtraction and division in everyday problems involving money, time, quantity, weight, area, volume, distance, speed and temperature.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Biological and physical science

Business education

Home economics

Industrial education

Mathematics

Social science

RELATED OREGON COMPETENCY AREAS:

Compute

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Prepare a shopper's catalogue order form

Add a list of grocery prices while shopping within a budget

Determine equivalent times in different time zones

COMPETENCY IDENTIFICATION NUMBER: 202
COMPETENCY TOPIC AREA: Computation
COMPETENCY SHORT FORM: Use ratios, proportions and percents

****

COMPETENCY STATEMENT: The student can use ratios, proportions and percents to increase, decrease and relate measures of distance, cost, time, quantity, weight, speed, area, volume and temperature.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Biological and physical science

Business education

Home economics

Industrial education

Mathematics

Social science

RELATED OREGON COMPETENCY AREAS:

Compute

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Halve or double the ingredients in a recipe

Mix ingredients in fuels and art and building materials

Determine carpeting cost of a room from dimensions and per unit cost figures

Modify the family budget, accounting for a pay raise and an increase in the cost of living index

COMPETENCY IDENTIFICATION NUMBER: 203
COMPETENCY TOPIC AREA: Computation
COMPETENCY SHORT FORM: Use formulas

****

COMPETENCY STATEMENT: The student can use formulas to calculate the perimeter, area and volume of common spaces, objects and containers.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Biological and physical science

Business education

Home economics

Industrial education

Mathematics

RELATED OREGON COMPETENCY AREAS:

Compute

Use basic scientific and technological processes

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Purchase the proper amount of fertilizer to spread on a lawn

Compute the amount of cement required to build a sidewalk

Select a dish of adequate size for a recipe

COMPETENCY IDENTIFICATION NUMBER: 204
COMPETENCY TOPIC AREA: Computation
COMPETENCY SHORT FORM: Estimate solutions

****

COMPETENCY STATEMENT: The student can estimate the solutions to problems involving the application of computational skills.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Biological and physical science

Business education

Home economics

Industrial education

Mathematics

Social science

RELATED OREGON COMPETENCY AREAS:

Compute

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Estimate the amount of gasoline needed to travel from one city to another

Estimate the total cost of an appliance purchased on a time payment plan

COMPETENCY IDENTIFICATION NUMBER: 205
COMPETENCY TOPIC AREA: Computation
COMPETENCY SHORT FORM: Order magnitude of measures

****

COMPETENCY STATEMENT: The student can order numbers which express the magnitude of commonly encountered measures that appear in the same and different forms, e.g., whole numbers, decimals, fractions and percents.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Biological and physical science

Business education

Home economics

Industrial education

Mathematics

Social science

RELATED OREGON COMPETENCY AREAS:

Compute

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Determine the order of size of products labeled in different forms, e.g., 24 oz., one quart, 1/3 gallon

COMPETENCY IDENTIFICATION NUMBER: 206
COMPETENCY TOPIC AREA: Computation
COMPETENCY SHORT FORM: Convert measurement units

****

COMPETENCY STATEMENT: The student can convert between the different units of the English and metric measurement systems in order to express commonly encountered measures.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Biological and physical science

Home economics

Industrial education

Mathematics

Physical education

Social science

RELATED OREGON COMPETENCY AREAS:

Compute

Use basic scientific and technological processes

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Prepare a food dish from a recipe in each system of measurement

Report a Fahrenheit temperature from a Celsius thermometer

COMPETENCY IDENTIFICATION NUMBER: 207
COMPETENCY TOPIC AREA: Computation
COMPETENCY SHORT FORM: Use measurement devices

****

COMPETENCY STATEMENT: The student can use common measurement devices to measure time, weight, distance, area, volume, temperature and speed.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Biological and physical science

Home economics

Industrial education

Mathematics

Social science

RELATED OREGON COMPETENCY AREAS:

Compute

Use basic scientific and technological processes

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Read a meat thermometer to determine whether a roast is cooked to taste

Select a number of pounds of fruit at a grocery store by utilizing a balance scale

Use a tachometer to determine engine revolution

COMPETENCY IDENTIFICATION NUMBER: 208
COMPETENCY TOPIC AREA: Computation
COMPETENCY SHORT FORM: Interpret charts and graphs

****

COMPETENCY STATEMENT: The student can interpret charts, maps, tables and graphs.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Biological and physical science

Language arts

Mathematics

Social science

RELATED OREGON COMPETENCY AREAS:

Read, write, speak, listen

Compute

Use basic scientific and technological processes

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Use a cost of living graph to determine the percent increase over the past five years

Determine the best product to purchase by comparison of facts as stated in a table

Determine distances between cities using a mileage chart

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COMPETENCY IDENTIFICATION NUMBER: 301
COMPETENCY TOPIC AREA: Technology
COMPETENCY SHORT FORM: Use a calculator

****

COMPETENCY STATEMENT: The student can use a calculator to perform basic arithmetic computations required in everyday life.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Biological and physical science

Business education

Mathematics

Social science

RELATED OREGON COMPETENCY AREAS:

Compute

Use basic scientific and technological processes

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Balance a checking account by computing deposits and expenditures

Keep a running total of costs while shopping in a grocery store

COMPETENCY IDENTIFICATION NUMBER: 302
COMPETENCY TOPIC AREA: Technology
COMPETENCY SHORT FORM: Use simple machines

****

COMPETENCY STATEMENT: The student can apply the principles of the six simple machines (pulley, wheel, inclined plane, screw, lever and wedge) to perform commonly encountered tasks.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Biological and physical science

Home economics

Industrial education

Physical education

RELATED OREGON COMPETENCY AREAS:

Use basic scientific and technological processes

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Split winter wood

Raise a heavy object with block and tackle

COMPETENCY IDENTIFICATION NUMBER: 303
COMPETENCY TOPIC AREA: Technology
COMPETENCY SHORT FORM: Substitute sources of energy

****

COMPETENCY STATEMENT: The student can substitute renewable for non-renewable sources of energy.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Biological and physical science

Social science

RELATED OREGON COMPETENCY AREAS:

Use basic scientific and technological processes

Be an informed citizen in interaction with the environment

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Establish a home system of collection, storing and returning recyclable items

Walk or ride a bicycle to work

COMPETENCY IDENTIFICATION NUMBER: 304
COMPETENCY TOPIC AREA: Technology
COMPETENCY SHORT FORM: Reduce energy use

****

COMPETENCY STATEMENT: The student can evaluate individual actions that will help reduce the use of energy and conserve resources.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Biological and physical science

Home economics

Industrial education

Social science

RELATED OREGON COMPETENCY AREAS:

Use basic scientific and technological processes

Be an informed citizen in interaction with the environment

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

During a water shortage season, display personal water-saving habits

Take steps to reduce the energy needed to heat a home adequately

COMPETENCY IDENTIFICATION NUMBER: 305
COMPETENCY TOPIC AREA: Technology
COMPETENCY SHORT FORM: Reduce environmental pollution

****

COMPETENCY STATEMENT: The student can evaluate individual actions that will reduce environmental pollution.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Biological and physical science

Social science

RELATED OREGON COMPETENCY AREAS:

Use basic scientific and technological processes

Be an informed citizen in interaction with the environment

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Select methods to eliminate littering

Identify careful ways to camp and leave nature as it was found

COMPETENCY IDENTIFICATION NUMBER: 306
COMPETENCY TOPIC AREA: Technology
COMPETENCY SHORT FORM: Operate an automobile

****

COMPETENCY STATEMENT: The student can operate an automobile in a safe and efficient manner.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

This competency is not easily referenced to any traditional curriculum program area.

RELATED OREGON COMPETENCY AREAS:

Be an informed citizen on the streets and highways

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Drive in heavy traffic in an alert and defensive manner

Pass a written or performance state drivers' exam

COMPETENCY IDENTIFICATION NUMBER: 307
COMPETENCY TOPIC AREA: Technology
COMPETENCY SHORT FORM: Interpret traffic control devices

****

COMPETENCY STATEMENT: The student can interpret different types of traffic control signs and signals.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

This competency is not easily referenced to any traditional curriculum program area.

RELATED OREGON COMPETENCY AREA:

Be an informed citizen on the streets and highways

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

While driving, anticipate the next highway condition by observing the signs

Drive according to control signals in heavy city traffic

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COMPETENCY IDENTIFICATION NUMBER: 401
COMPETENCY TOPIC AREA: Health
COMPETENCY SHORT FORM: Plan balanced meals

****

COMPETENCY STATEMENT: The student can plan nutritional, balanced meals.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Health education

Home economics

RELATED OREGON COMPETENCY AREAS:

Develop and maintain a healthy mind and body

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Using the four basic food groups, prepare a weekly menu for a family of four

Plan a balanced meal for someone on a special diet

COMPETENCY IDENTIFICATION NUMBER: 402
COMPETENCY TOPIC AREA: Health
COMPETENCY SHORT FORM: Identify drug abuse effects

****

COMPETENCY STATEMENT: The student can identify the effects of drug abuse.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Health education

RELATED OREGON COMPETENCY AREAS:

Develop and maintain a healthy mind and body

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Use a prescribed or over-the-counter drug for its intended use

Identify the relationships between alcohol/drug usage and daily activities such as working and driving

COMPETENCY IDENTIFICATION NUMBER: 403
COMPETENCY TOPIC AREA: Health
COMPETENCY SHORT FORM: Develop exercise program

****

COMPETENCY STATEMENT: The student can develop and perform a personal regular exercise program that will promote an appropriate level of physical fitness.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Health education

Physical education

RELATED OREGON COMPETENCIES AREAS:

Develop and maintain a healthy mind and body

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Select physical activities that fit with the individual's life style and daily schedule while conditioning parts of the body not exercised in other activities

Establish a regular routine of daily exercise

COMPETENCY IDENTIFICATION NUMBER: 404
COMPETENCY TOPIC AREA: Health
COMPETENCY SHORT FORM: Develop recreational program

****

COMPETENCY STATEMENT: The student can develop a personal program of participation in recreational and leisure time activities.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Health education

Physical education

RELATED OREGON COMPETENCY AREAS:

Develop and maintain a healthy mind and body

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Participate in local recreation programs organized by various community and private agencies, such as tennis, golf, softball, basketball, crafts and cards

Develop an interest and involvement in a seasonal activity such as hunting, skiing or sailing

COMPETENCY IDENTIFICATION NUMBER: 405
COMPETENCY TOPIC AREA: Health
COMPETENCY SHORT FORM: Detect common illnesses

****

COMPETENCY STATEMENT: The student can recognize obvious signs of illness.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Health education

Physical education

RELATED OREGON COMPETENCY AREAS:

Develop and maintain a healthy mind and body

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Take a person's temperature to determine the presence or absence of infection

Locate and feel another's pulse to determine the presence or absence of stress

COMPETENCY IDENTIFICATION NUMBER: 406
COMPETENCY TOPIC AREA: Health
COMPETENCY SHORT FORM: Treat common illnesses

****

COMPETENCY STATEMENT: The student can employ appropriate treatment procedures for common illnesses and ailments.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Health education

Physical education

RELATED OREGON COMPETENCY AREAS:

Develop and maintain a healthy mind and body

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Properly use over-the-counter drugs

Know appropriate eating procedures when treating a common illness

Know procedures for administering cardio-pulmonary resuscitation

COMPETENCY IDENTIFICATION NUMBER: 407
COMPETENCY TOPIC AREA: Health
COMPETENCY SHORT FORM: Locate medical facilities

****

COMPETENCY STATEMENT: The student can locate various types of medical facilities and health services that are available in the community.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Health education

RELATED OREGON COMPETENCY AREAS:

Develop and maintain a healthy mind and body

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Determine the shortest route from home to the hospital and the doctor's office

Know the telephone numbers for emergency medical services

COMPETENCY IDENTIFICATION NUMBER: 408
COMPETENCY TOPIC AREA: Health
COMPETENCY SHORT FORM: Apply first aid

****

COMPETENCY STATEMENT: The student can apply basic first aid techniques.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Health education

Physical education

RELATED OREGON COMPETENCY AREAS:

Develop and maintain a healthy mind and body

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Use simple bandages, compresses and pressure to stop bleeding; use appropriate techniques to restore breathing

Treat for shock

COMPETENCY IDENTIFICATION NUMBER: 409
COMPETENCY TOPIC AREA: Health
COMPETENCY SHORT FORM: Employ safety measures

****

COMPETENCY STATEMENT: The student can employ basic safety measures.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Health education

Home economics

Industrial education

Physical education

RELATED OREGON COMPETENCY AREAS:

Develop and maintain a healthy mind and body

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Determine an escape route and safety plan to use in the case of fire

Provide safe storage for first aid supplies and harmful products in the home

Avoid overloading electrical circuits

COMPETENCY IDENTIFICATION NUMBER: 410
COMPETENCY TOPIC AREA: Health
COMPETENCY SHORT FORM: Recognize potential hazards

****

COMPETENCY STATEMENT: The student can detect potential hazards to the safety of people.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Health education

Physical education

RELATED OREGON COMPETENCY AREAS:

Develop and maintain a healthy mind and body

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Conduct a safety check of a home and property

Recognize household chemicals and medicines that should be out of the reach of children

COMPETENCY IDENTIFICATION NUMBER: 411
COMPETENCY TOPIC AREA: Health
COMPETENCY SHORT FORM: Obtain emergency assistance

****

COMPETENCY STATEMENT: The student can obtain appropriate assistance in emergencies.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Health education

RELATED OREGON COMPETENCY AREAS:

Develop and maintain a healthy mind and body

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Know the location of and procedures for using the telephone to obtain emergency services in the home and at work

Select and contact the appropriate agency to resolve a specific emergency

COMPETENCY IDENTIFICATION NUMBER: 412
COMPETENCY TOPIC AREA: Health
COMPETENCY SHORT FORM: Locate community resources

****

COMPETENCY STATEMENT: The student can locate community resources for the resolution of personal and family needs.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Health education

Social science

RELATED OREGON COMPETENCY AREAS:

Develop and maintain a healthy mind and body

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Select from a list of community agencies those which offer aid in a particular problem area

Recognize a parent/child home conflict and choose a resource to lead toward conflict resolution

Identify educational alternatives

COMPETENCY IDENTIFICATION NUMBER: 413
COMPETENCY TOPIC AREA: Health
COMPETENCY SHORT FORM: Cope with conflict

****

COMPETENCY STATEMENT: The student can utilize techniques to cope with personal conflict and stress.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Health education

Home economics

Social Science

RELATED OREGON COMPETENCY AREAS:

Develop and maintain a healthy mind and body

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Select appropriate alternatives for coping with changes in roles

Identify relaxation techniques

COMPETENCY IDENTIFICATION NUMBER: 414
COMPETENCY TOPIC AREA: Health
COMPETENCY SHORT FORM: Maintain dental health

****

COMPETENCY STATEMENT: The student can maintain dental health.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Health education

RELATED OREGON COMPETENCY AREAS:

Develop and maintain a healthy mind and body

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Practice a daily program of dental care

Schedule periodic examinations with the dentist

Select proper foods

COMPETENCY IDENTIFICATION NUMBER: 415
COMPETENCY TOPIC AREA: Health
COMPETENCY SHORT FORM: Interpret drug labels

****

COMPETENCY STATEMENT: The student can interpret drug prescriptions, warnings and labels.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Health education

Home economics

RELATED OREGON COMPETENCY AREAS:

Develop and maintain a healthy mind and body

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Schedule the use of a drug as prescribed according to time and dosage

Discard unused prescribed medicine at the end of treatment

COMPETENCY IDENTIFICATION NUMBER: 416
COMPETENCY TOPIC AREA: Health
COMPETENCY SHORT FORM: Interpret danger symbols

****

COMPETENCY STATEMENT: The student can interpret warning and danger signs and symbols.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Health education

Home economics

Industrial education

RELATED OREGON COMPETENCY AREAS:

Develop and maintain a healthy mind and body

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Respond appropriately to safety signs on an industrial site

Recognize identification symbols that people wear when allergic or diabetic

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COMPETENCY IDENTIFICATION NUMBER: 501
COMPETENCY TOPIC AREA: Citizenship
COMPETENCY SHORT FORM: Interpret resource guides

****

COMPETENCY STATEMENT: The student can interpret community resource directories, guides and listings.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Language arts

Social science

RELATED OREGON COMPETENCY AREAS:

Be an informed citizen in the community, state and nation

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Review a community directory and select an agency to assist with the formation of a recreational team or activity

Select those agencies which offer assistance to senior citizens

COMPETENCY IDENTIFICATION NUMBER: 502
COMPETENCY TOPIC AREA: Citizenship
COMPETENCY SHORT FORM: Locate government services

****

COMPETENCY STATEMENT: The student can locate appropriate governmental agencies and services to contact for assistance with basic problems or concerns, e.g., police, fire, legal aid and regulatory agencies.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Health education

Social service

RELATED OREGON COMPETENCY AREAS:

Be an informed citizen in the community, state and nation

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Secure assistance for completing a federal or state tax form

Dial directly to the local law enforcement agencies and fire department

COMPETENCY IDENTIFICATION NUMBER: 503
COMPETENCY TOPIC AREA: Citizenship
COMPETENCY SHORT FORM: Recognize violations of rights

****

COMPETENCY STATEMENT: The student can recognize obvious violations of basic individual rights within the American legal system.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Social science

RELATED OREGON COMPETENCY AREAS:

Be an informed citizen in the community, state and nation

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Determine whether a denial of service is a violation of rights or the withholding of a privilege

Determine whether a conviction is legitimate or a due process

COMPETENCY IDENTIFICATION NUMBER: 504
COMPETENCY TOPIC AREA: Citizenship
COMPETENCY SHORT FORM: Employ voting procedures

****

COMPETENCY STATEMENT: The student can employ appropriate procedures for registering and voting.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Social science

RELATED OREGON COMPETENCY AREAS:

Be an informed citizen in the community, state and nation

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Identify from media sources the location of the appropriate precinct in which to vote

Correctly use a punch card voting system

Know how to re-register to vote after an address change

COMPETENCY IDENTIFICATION NUMBER: 95
COMPETENCY TOPIC AREA: Citizenship
COMPETENCY SHORT FORM: Influence government decisions

****

COMPETENCY STATEMENT: The student can follow accepted procedures for influencing the decisions of government, e.g., letters, lobbying, voting, petitions and referenda.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Social science

RELATED OREGON COMPETENCY AREAS:

Be an informed citizen in the community, state and nation

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Write a clear, to the point, and legible letter to the editor of a local newspaper

Identify the proper official to contact about a local state or federal issue

Carry a petition and obtain signatures

COMPETENCY IDENTIFICATION NUMBER: 506
COMPETENCY TOPIC AREA: Citizenship
COMPETENCY SHORT FORM: Complete government forms

****

COMPETENCY STATEMENT: The student can complete forms necessary for obtaining government services and permits.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Language arts

Social science

RELATED OREGON COMPETENCY AREAS:

Be an informed citizen in the community, state and nation

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Complete an application for a social security card

Determine the difference between necessary and voluntary information requested on a government form

COMPETENCY IDENTIFICATION NUMBER: 507
COMPETENCY TOPIC AREA: Citizenship
COMPETENCY SHORT FORM: Interpret legal materials

****

COMPETENCY STATEMENT: The student can interpret common legal forms, rules and ordinances.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Language arts

Social science

RELATED OREGON COMPETENCY AREAS:

Be an informed citizen in the community, state and nation

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Upon receiving a traffic violation form, be able to determine procedures and rights as indicated on the form

State the nature of the commitment when signing a certain contract form

COMPETENCY IDENTIFICATION NUMBER: 508
COMPETENCY TOPIC AREA: Citizenship
COMPETENCY SHORT FORM: Interpret permit requirements

****

COMPETENCY STATEMENT: The student can interpret information about permit requirements.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Language arts

Social science

RELATED OREGON COMPETENCY AREAS:

Be an informed citizen in the community, state and nation

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Follow the step-by-step procedures for obtaining a building permit

List the conditions required to obtain a business permit

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COMPETENCY IDENTIFICATION NUMBER: 601
COMPETENCY TOPIC AREA: Consumer
COMPETENCY SHORT FORM: Construct a budget

****

COMPETENCY STATEMENT: The student can construct a budget for families with different needs and incomes.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

Home economics

Mathematics

RELATED OREGON COMPETENCY AREAS:

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Project earnings and required expenditures over a designated time period

List potential sources of income, including work, investments and insurance

COMPETENCY IDENTIFICATION NUMBER: 602
COMPETENCY TOPIC AREA: Consumer
COMPETENCY SHORT FORM: Use types of money

****

COMPETENCY STATEMENT: The student can use appropriate types of money, e.g., cash, check, credit card, money order, in different purchasing situations.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

Mathematics

RELATED OREGON COMPETENCY AREAS:

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Select the proper type of money to enclose in a mailed payment

Select the proper type of money to use when traveling

Select the type of payment which will supply needed receipts for tax purposes

COMPETENCY IDENTIFICATION NUMBER: 603
COMPETENCY TOPIC AREA: Consumer
COMPETENCY SHORT FORM: Keep financial records

****

COMPETENCY STATEMENT: The student can keep financial records of income and expenditures.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

Mathematics

RELATED OREGON COMPETENCY AREAS:

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

For tax purposes, keep a record of all income including wages, interest on savings, dividends and tips

Maintain a household record-keeping system

COMPETENCY IDENTIFICATION NUMBER: 604
COMPETENCY TOPIC AREA: Consumer
COMPETENCY SHORT FORM: Prepare tax forms

****

COMPETENCY STATEMENT: The student can prepare state and federal income tax forms.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

Mathematics

Social science

RELATED OREGON COMPETENCY AREAS:

Be an informed citizen in the community, state and nation

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Select the proper form to complete by reviewing the advantages of short and long forms

Read tax schedules

COMPETENCY IDENTIFICATION NUMBER: 605
COMPETENCY TOPIC AREA: Consumer
COMPETENCY SHORT FORM: Maintain bank accounts

****

COMPETENCY STATEMENT: The student can maintain checking and savings accounts.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

Home economics

Mathematics

RELATED OREGON COMPETENCY AREAS:

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Balance a checking account's deposits and expenditures

Select the savings account which will produce the best interest return for the savings time period desired

COMPETENCY IDENTIFICATION NUMBER: 606
COMPETENCY TOPIC AREA: Consumer
COMPETENCY SHORT FORM: Select insurance

****

COMPETENCY STATEMENT: The student can select insurance that satisfies typical financial and legal requirements.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

RELATED OREGON COMPETENCY AREAS:

Be an informed citizen in the community, state and nation

Be an informed citizen on the streets and highways

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Purchase liability insurance for personal protection on vehicles, buildings and other property

List risks around the home and purchase the insurance which best protects against loss

COMPETENCY IDENTIFICATION NUMBER: 607
COMPETENCY TOPIC AREA: Consumer
COMPETENCY SHORT FORM: Complete insurance forms

****

COMPETENCY STATEMENT: The student can complete insurance application and claim forms.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

RELATED OREGON COMPETENCY AREAS:

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Prepare an application for a life insurance policy

When a property loss occurs, prepare and present a claim

COMPETENCY IDENTIFICATION NUMBER: 608
COMPETENCY TOPIC AREA: Consumer
COMPETENCY SHORT FORM: Determine financial responsibilities

****

COMPETENCY STATEMENT: The student can determine the total cost and monthly payments in common purchase and rental agreements.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

Home economics

Mathematics

RELATED OREGON COMPETENCY AREAS:

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Compute the total cost of an automobile purchase

Compute the total yearly rental cost for an apartment, including potential damage and early departure penalties

COMPETENCY IDENTIFICATION NUMBER: 609
COMPETENCY TOPIC AREA: Consumer
COMPETENCY SHORT FORM: Determine legal contractual requirements

****

COMPETENCY STATEMENT: The student can determine the legal rights and responsibilities of the consumer in common contractual agreements.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

Language arts

RELATED OREGON COMPETENCY AREAS:

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE RELATED PERFORMANCE:

List the individual's rights and responsibilities in a lease contract, a land contract and a rental contract

COMPETENCY IDENTIFICATION NUMBER: 610
COMPETENCY TOPIC AREA: Consumer
COMPETENCY SHORT FORM: Apply for credit

****

COMPETENCY STATEMENT: The student can apply for different kinds of credit.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

Home economics

RELATED OREGON COMPETENCY AREAS:

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Establish a credit rating by making payments on time

Complete an application for a bank credit card

COMPETENCY IDENTIFICATION NUMBER: 611
COMPETENCY TOPIC AREA: Consumer
COMPETENCY SHORT FORM: Determine credit costs

****

COMPETENCY STATEMENT: The student can determine the costs of different kinds of credit.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

Home economics

Mathematics

RELATED OREGON COMPETENCY AREAS:

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Compute the cost of a deferred purchase financed by: a credit card, a credit union loan and a personal bank loan

COMPETENCY IDENTIFICATION NUMBER: 612
COMPETENCY TOPIC AREA: Consumer
COMPETENCY SHORT FORM: Identify credit violations

****

COMPETENCY STATEMENT: The student can identify obvious violations of the law in typical credit transactions.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

Home economics

Mathematics

RELATED OREGON COMPETENCY AREAS:

Be an informed citizen in the community, state and nation

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Identify the legal and credit implications of securing more than one loan on a single asset

Identify the legal and credit implications of supplying false information concerning assets and liabilities

Identify illegal creditor practices, e.g., high interest

COMPETENCY IDENTIFICATION NUMBER: 613
COMPETENCY TOPIC AREA: Consumer
COMPETENCY SHORT FORM: Compare products and services

****

COMPETENCY STATEMENT: The student can make price-quantity comparisons of products and services.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

Home economics

Mathematics

RELATED OREGON COMPETENCY AREAS:

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Select three appliance repair services and compare their service rates

Compare the telephone rates for long distance at various times on weekdays and weekends

COMPETENCY IDENTIFICATION NUMBER: 614
COMPETENCY TOPIC AREA: Consumer
COMPETENCY SHORT FORM: Interpret product guarantees

****

COMPETENCY STATEMENT: The student can interpret product guarantees and warranties.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

Home economics

Mathematics

RELATED OREGON COMPETENCY AREAS:

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Fulfill the consumer responsibilities that validate a guarantee

Distinguish between product services covered and not covered by a guarantee

COMPETENCY IDENTIFICATION NUMBER: 615
COMPETENCY TOPIC AREA: Consumer
COMPETENCY SHORT FORM: Use consumer publications

****

COMPETENCY STATEMENT: The student can use consumer publications to identify and evaluate products and services.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

Home economics

Mathematics

RELATED OREGON COMPETENCY AREAS:

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

When considering the purchase of a new auto, read a consumer guide to compare values and advantages of various makes in order to select the best buy with the features desired

COMPETENCY IDENTIFICATION NUMBER: 616
COMPETENCY TOPIC AREA: Consumer
COMPETENCY SHORT FORM: Evaluate advertising techniques

****

COMPETENCY STATEMENT: The student can evaluate deceptive and persuasive advertising and merchandising techniques.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

Home economics

RELATED OREGON COMPETENCY AREAS:

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Compare the net amount of package contents by weight rather than by package size

Describe hero worship, band wagon and other appeal and pressure techniques

COMPETENCY IDENTIFICATION NUMBER: 617
COMPETENCY TOPIC AREA: Consumer
COMPETENCY SHORT FORM: Obtain consumer assistance

****

COMPETENCY STATEMENT: The student can obtain assistance from various consumer protection agencies.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

Home economics

RELATED OREGON COMPETENCY AREAS:

Be an informed consumer of goods and services

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Verify evidence that is contrary to a sales statement

Secure expert help in breaking a contract based on false information

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COMPETENCY IDENTIFICATION NUMBER: 701
COMPETENCY TOPIC AREA: Career
COMPETENCY SHORT FORM: Identify possible occupations

****

COMPETENCY STATEMENT: The student can identify occupations closely related to personal interests and abilities.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Career education

Industrial education

RELATED OREGON COMPETENCY AREAS:

Function within an occupation or continue education leading to a career

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Relate the "I want to learn more about _____," statement to occupational clusters

Identify personal strengths and weaknesses as they relate to particular vocational areas

COMPETENCY IDENTIFICATION NUMBER: 702
COMPETENCY TOPIC AREA: Career
COMPETENCY SHORT FORM: Determine occupational requirements

****

COMPETENCY STATEMENT: The student can determine educational and training requirements of occupations in a career field.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Career education

Industrial education

RELATED OREGON COMPETENCY AREAS:

Function within an occupation or continue education leading to a career

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Read a newspaper help wanted ad and list educational and training requirements for a particular job

COMPETENCY IDENTIFICATION NUMBER: 703
COMPETENCY TOPIC AREA: Career
COMPETENCY SHORT FORM: Determine occupational characteristics

****

COMPETENCY STATEMENT: The student can determine the major duties and working conditions of occupations in a career field.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Career education

Industrial education

RELATED OREGON COMPETENCY AREAS:

Function within an occupation or continue education leading to a career

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Discuss with a job placement officer or an employment agency the duties and working conditions of an occupation

Use a career information system to find job duties and working conditions

COMPETENCY IDENTIFICATION NUMBER: 704
COMPETENCY TOPIC AREA: Career
COMPETENCY SHORT FORM: Obtain information about jobs

****

COMPETENCY STATEMENT: The student can obtain information about jobs from various sources.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Career education

Industrial education

RELATED OREGON COMPETENCY AREAS:

Function within an occupation or continue education leading to a career

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Review a newspaper help wanted ad

Identify publications that have information about requirements for a particular career field

Discuss with placement officers or employment agencies information concerning current openings

COMPETENCY IDENTIFICATION NUMBER: 705
COMPETENCY TOPIC AREA: Career
COMPETENCY SHORT FORM: Complete job applications

****

COMPETENCY STATEMENT: The student can complete typical job application forms.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Career education

RELATED OREGON COMPETENCY AREAS:

Function within an occupation or continue education leading to a career

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Identify personal skills, talents and experiences

Accurately and clearly complete employment office forms

COMPETENCY IDENTIFICATION NUMBER: 706
COMPETENCY TOPIC AREA: Career
COMPETENCY SHORT FORM: Participate in job interviews

****

COMPETENCY STATEMENT: The student can ask and answer questions about self and job characteristics in a job interview situation.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Career education

Language arts

RELATED OREGON COMPETENCY AREAS:

Function within an occupation or continue education leading to a career

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Prior to the job interview, prepare a list of analytical questions for use during the interview

In a real or simulated job interview, relate personal data, social skills, hobbies and education to job requirements

COMPETENCY IDENTIFICATION NUMBER: 707
COMPETENCY TOPIC AREA: Career
COMPETENCY SHORT FORM: Determine employer procedures

****

COMPETENCY STATEMENT: The student can determine typical employer policies and procedures.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Career education

Language arts

RELATED OREGON COMPETENCY AREAS:

Function within an occupation or continue education leading to a career

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Read and understand such documents as employment contracts, union agreements and employer handbooks

Follow proper procedures to file a grievance

COMPETENCY IDENTIFICATION NUMBER: 708
COMPETENCY TOPIC AREA: Career
COMPETENCY SHORT FORM: Determine work safety procedures

****

COMPETENCY STATEMENT: The student can determine work safety procedures required in selected occupations.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Career education

Home economics

Industrial education

RELATED OREGON COMPETENCY AREAS:

Function within an occupation or continue education leading to a career

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Compare and analyze the differences between safety procedures at different places of employment

Explain to coworkers the location and proper use of safety equipment

COMPETENCY IDENTIFICATION NUMBER: 709
COMPETENCY TOPIC AREA: Career
COMPETENCY SHORT FORM: Prepare a resume

****

COMPETENCY STATEMENT: The student can prepare a resume of work experience and personal background data.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Career education

Language arts

RELATED OREGON COMPETENCY AREAS:

Function within an occupation or continue education leading to a career

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Write a one-page personal data sheet which includes work experience, education, hobbies, personal information and references

COMPETENCY IDENTIFICATION NUMBER: 710
COMPETENCY TOPIC AREA: Career
COMPETENCY SHORT FORM: Write application letters

****

COMPETENCY STATEMENT: The student can write letters inquiring about or applying for jobs.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Career education

Language arts

RELATED OREGON COMPETENCY AREAS:

Function within an occupation or continue education leading to a career

EXAMPLES OF LIFE ROLE-RELATED PERFORMANCE:

Write clear and concise letters to various employers inquiring about job opportunities and training

COMPETENCY IDENTIFICATION NUMBER: 711
COMPETENCY TOPIC AREA: Career
COMPETENCY SHORT FORM: Determine wages and benefits

****

COMPETENCY STATEMENT: The student can determine the wages and benefits for employment position openings.

****

RELATED TRADITIONAL CURRICULUM PROGRAMS:

Business education

Career education

Mathematics

RELATED OREGON COMPETENCY AREAS:

Function within an occupation or continue education leading to a career

EXAMPLES OF LIFE ROLE RELATED PERFORMANCE:

Identify various deductions found on a payroll check stub

Review salary and benefit information for various job openings and determine which best fits personal financial requirements

Other Publications from the Northwest Regional Educational Laboratory

Competency Based Education Sourcebook

A useful guide for all educators planning and implementing CBE. Resources listed refer to instructional outcomes, outcome attainment measures, and managing program operations. 560 pgs. $24.50.

Adult Basic Education Handbook

Provides ABE, GED and ESL educators with valuable " how-to-do-its" in adult education. Focuses on the administrator, teacher, student curriculum areas, materials and resources. 340 pgs. $19.75.

Experience-Based Learning: How to Make the Community Your Classroom

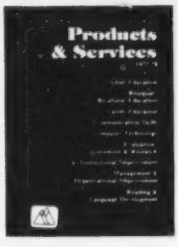
For teachers, administrators and curriculum specialists. Discusses experiential learning, with practical techniques for all subjects. Includes 25 student learning projects. 260 pgs. $9.45.

The Community Resource Person's Guide

Tells community people about experience-based learning and how they can participate in a school-community team effort to provide students with creative learning opportunities. 24 pgs. 95¢.

Tests of Functional Adult Literacy: An Evaluation of Currently Available Instruments

Includes the application of standard psychometric criteria of 17 adult literacy tests. Provides publisher profile, test descriptions, scoring and much more. 110 pgs. $5.95.



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